

**DEPARTMENT OF EDUCATION  
SPECIAL EDUCATION PROGRAMS  
Herreid School District  
Accountability Review - Monitoring Report 2011-2012**

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**Dates of On Site Visit:** November 29<sup>th</sup>, 2011

**Date of Report:** December 15, 2011

**All non-compliance must be corrected within 1 year of this report date. Date Closed:**

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**Program monitoring and evaluation.**

In conjunction with its general supervisory responsibility under the Individuals with Disabilities Education Act, Part B, Special Education Programs (SEP) of the Office of Educational Services and Support shall monitor agencies, institutions, and organizations responsible for carrying out special education programs in the state, including any obligations imposed on those agencies, institutions, and organizations. The department shall ensure:

- (1) That the requirements of this article are carried out;
- (2) That each educational program for children with disabilities administered within the state, including each program administered by any other state or local agency, but not including elementary schools and secondary schools for Native American children operated or funded by the Secretary of the Interior:
  - (a) Is under the general supervision of the persons responsible for educational programs for children with disabilities in the department; and
  - (b) Meets the educational standards of the state education agency, including the requirements of this article; and
- (3) In carrying out this article with respect to homeless children, the requirements of the McKinney-Vento Homeless Assistance Act, as amended to January 1, 2007, are met. (Reference- ARSD 24:05:20:18.)

**State monitoring--Quantifiable indicators and priority areas.**

The department shall monitor school districts using quantifiable indicators in each of the following priority areas, and using such qualitative indicators as are needed to adequately measure performance in those areas:

- (1) Provision of Free Appropriate Public Education (FAPE) in the least restrictive environment;
  - (2) Department exercise of general supervision, including child find, effective monitoring, the use of resolution meetings, mediation, and a system of transition services as defined in this article and article 24:14; and
  - (3) Disproportionate representation of racial and ethnic groups in special education and related services, to the extent the representation is the result of inappropriate identification. (Reference-ARSD 24:05:20:18:02.)
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**State enforcement -- Determinations.**

On an annual basis, based on local district performance data, information obtained through monitoring visits, and other information available, the department shall determine whether each school district meets the requirements and purposes of Part B of the IDEA...

Based upon the information obtained through monitoring visits, and any other public information made available, Special Education Programs of the Office of Educational Services and Support determines if the agency, institution, or organization responsible for carrying out special education programs in the state:

- Meets the requirements and purposes of Part B of the Act;
- Needs assistance in implementing the requirements of Part B of the Act'
- Needs intervention in implementing the requirements of Part B of the Act; or
- Needs substantial intervention in implementing the requirements of Part B of the Act. (Reference-ARSD 24:05:20:23.04.)

**Deficiency correction procedures.**

The department shall require local education agencies to correct deficiencies in program operations that are identified through monitoring as soon as possible, but not later than one year from written identification of the deficiency. The department shall order agencies to take corrective actions and to submit a plan for achieving and documenting full compliance. (Reference-ARSD 24:05:20:20.)

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**General Supervision: The Herreid School District is in compliance with all Part B requirements.**

**State Performance Plan – Performance Indicators**

**Indicator 2:** Dropout Rate: Percent of youth with IEPs dropping out of high school.

**State Target 3.31% or lower**

**District Rate:** \_\_\_\_\_ **0%** \_\_\_\_\_

District Response:

The Herreid School district has a 0.00% dropout rate for youth with IEPs. The district implements transition planning in order to help the student identify their future goals. Transition planning helps the student focus on what they want to do in the future and helps them map out their course of study. The Herreid district works hard providing individual programs for students that helps them to achieve their post-secondary goals. Project Skills, Job Shadowing and part time employment in the student's area of interest help them focus on their post school choices. Modifications and accommodations to coarse work, when needed, keep the student from becoming overwhelmed.

**Indicator 3 – Participation/Performance on Assessment**

A-Percent of districts meeting the State's AYP objectives for progress for disability subgroup

B -Participation rate for children with IEP's in a regular assessment with no accommodations; regular assessment with accommodations; alternate assessment against grade level standards; alternate assessment against alternate achievement standards.

C-Proficiency rate for children with IEP's against grade level standards and alternate achievement standards.

Math: C) Did the district meet the proficiency target for the subgroup of student with disabilities in the statewide assessment?

Grades K-8

**State Target: 72% or higher**

**District Rate: 80%%**

District Response:

This was the lowest indicator. Things that are currently being done to improve this target rate include the following: As part of the Middle School Math program all students take the STAAR Math test annually in order to determine levels of math proficiency. Students testing substantially below their expected level receive additional help such as peer tutoring or one-on-one help from a teacher. The Herreid district utilizes a parent portal on DDN campus that enables parents to check on their student's grades and seek help if needed. The Middle School teachers attend training events such a SD Math conference and TIE which are geared to enhance their instructional expertise in math. The district also has an accelerated math program. They conducted a data analysis in-service to look at test scores and evaluate them. They will also be doing curriculum mapping.